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ABSTRACT

Today's harsh economy gives a spirit of urgency to the call for an effective harmonizing of occupational development with academic learning. Whether we as teachers or administrators are in agreement or not, the evidence is very clear that our students expect their college years to yield occupational as well as academic outcomes. It is time that we bring system and order, curricular strength, and philosophical unity to a condition that remains in many places ad hoc, unsystematic, and not consciously and deliberately responsive to the lifetime needs of learners and wage-earners. Within the past year, the College Entrance Examination Board has taken two integrally related steps toward becoming a significant force in career development during the remainder of this decade, and, perhaps, on into the 1980's. The first consists of a State-level study of career education now in its final stages. The study is exploring a number of barriers to full implementation of career education at the State level. The College Board is also attempting to come to grips with a concrete service to the process of career education. We have studied numerous institutions across the country to identify good linkages between schools and the workplace. The list of worthy sites where career education is finding a prominent place is nearly endless. (Author)

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Remarks by S.P. Marland, Jr.*

President of the College Entrance Examination Board

Coming at the three-quarter mark of the twentieth century and at the time of our nation's bicentennial celebration, this is a moment when both education and the economy are undergoing stress, not at all mutually independently. It is particularly appropriate, I believe, that the planning committee asked me to offer a review and an analysis of one sector of education today that, in my judgment, offers some degree of resolution of these stresses. They assigned the topic career education, in retrospect and prospect. They also suggested I try to relate the affairs of the College Board with this theme.

Career education is no longer a slogan, nor is it merely a prospect or a possibility. It is a reality, a growing, prospering concept and practice that is beginning to change our elementary and secondary schools, and our colleges and universities. It is my intention today to speak more of the present and the future than the past, and to focus upon a few of the current activities of the College Board having impact upon and promise for career education. Since I have talked much about career education in elementary and secondary schools, I shall tilt a bit toward post-secondary in these remarks.

Over two hundred years ago--well before the founding of the country--one of our most eloquent and inventive citizens, Ben Franklin, spoke clearly and urgently about the dichotomy in education that seemed apparent to him. He took note of the dualism in education, and as we now revive the theme, he asked for balance between what he called the "useful" and the "ornamental."

As he put it then,

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*North Central Association of Colleges and Secondary Schools, Chicago, Ill., April 7, 1975.

(S.P. Marland, Jr. is President of the College Entrance Examination Board, New York, N.Y.)

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> "It would be well if they could be taught everything that is useful and everything that is ornamental: but art is long and time short. It is therefore proposed that they learn those things that are likely to be most useful and most ornamental."

As early as the 1750's Franklin was urging that future merchants be taught foreign languages and that pupils be taught agriculture, supplemented by visits to the farm. He asked for equal attention to the liberal arts, suggesting general understanding be advanced by a knowledge of history plus the disciplines of mathematics and logic.

Some fifteen years ago, in his landmark book on the process of education, Jerome S. Bruner noted that the American secondary school has for many generations tried to strike this balance between these two concepts of usefulness and ornament. But as the proportion of the age group population registered in secondary schools climbed to about 6% at the turn of this century near 90% now, the balance between instruction in useful skills and in disciplined formal learnings was harder to maintain. James Conant's commentaries on the comprehensive high school in the 1950's gave further testimony:

> "I must record an educational heresy, or rather support a proposition that many will find self-evident, but that some professors of the liberal arts will denounce as dangerously heretical. I submit that in a heavily urbanized and industrialized free society the education experiences of a youth should fit his subsequent employment. There should be a smooth transition from full-time schooling to a full-time job, whether that transition be after grade ten, or after graduation from high school, college, or university."

For much of our history, this struggle has persisted. Consistently, our country has given high priority to providing education for the people, and to making it useful. The primary aim of the earliest colleges in the 17th and 18th centuries, as you will recall, was not necessarily to increase the continental stock of cultivated men, but rather to supply each region with ministers, doctors, lawyers, merchants, and political leaders.

The Morrill Act in 1862 reaffirmed the basic philosophical view that the two complementary threads, academic and occupational, must be articulated and woven together in the fabric of our educational system.

As you know, President Ford has affirmed and reinforced through several actions the determination of the federal government to develop increased momentum to continue and advance this proposition. His address at Ohio State University last fall set the tone that he and his cabinet are following. He said then that he would do everything in his power "to bring education and employers together in a new climate of credibility--an atmosphere in which universities turn out scholars and employers turn them on." Through a variety of programs in the Departments of Labor, HEW, and Commerce, and through a joint task force of these agencies, further federal initiative and planning are now going forward.

The Department of Labor has been developing a pilot program for improved occupational information for college graduates and others in making career choices, and there will be grants for state and local initiatives to provide data on manpower needs by occupational categories.

The Secretary of Labor in a speech last month reported on these developing plans and noted that "some of the fastest growing occupations in America today are those that do not require a college degree but do require some form of skill training, or apprenticeship." He also noted that "Many young people approach job-hunting today with a great deal of enthusiasm and ambition, only to find that the academic training they received in school is not well tailored to the requirements of the job market." I do not have quick conclusions about a lessening of need for the college degree, because it serves many other causes beyond occupation. But the secretary was reporting serious data. He continued: "Worse yet, millions of young

people experience long-term unemployment because they fail to receive any practical job training at all. . . .None of this is meant to imply that we should discourage young people from pursuing any careers of their choice. I just think they deserve to be kept informed of changing trends in employmnet, so they can take steps to avoid pitfalls early in their academic careers."

Whatever actions are taken to smooth the transition from school to productive employment, we know much of the initiative must come not from the federal government, but from those educators and employers who deal first-hand with our nation's young people. These are topics clearly on the agenda and in the charters of our two organizations.

Today's harsh economy gives a spirit of urgency to the call for an effective harmonizing of occupational development with academic learning. Whether we as teachers or administrators are in agreement or not, the evidence is very clear that our students expect their college years to yield occupational as well as academic outcomes. It is time that we bring system and order, curricular strength, and philosophical unity to a condition that remains in many places ad hoc, unsystematic, and not consciously and deliberately responsive to the lifetime needs of learners and wage-earners.

Let us set aside the narrow and self-serving differences and definitions that seem to surround such terms as "vocational", "liberal arts", "humanities", and "utilitarian". There is ample room for vocational education to flourish as never before, and indeed to be in the vanguard of the career education movement, along with scholars, academic leaders and enlightened administrators. Let the teachers of academic subjects, the defenders of the liberal arts at all levels, welcome the specialists in vocational and occupational development as respected equals.

Let us avoid constraining our prescriptive rules and stereotypes

as to what career education is or must be. Let teachers and professors themselves help to invent it in their respective spheres of influence. For, like a sonnet or a painting, it can be different things to different people... much is in the eye of the beholder.

In the eyes of three very different beholders we gain further insight into the dilemma. From the broadcasts and engrossing books of Studs Terkel, sometimes called the midwestern Chaucer, we learn of the anguish and torment that surroundsthe every day propect of work...his entire book on Working probes deeply into the vital role work plays in the individual lives of our people. It is a disturbing book but one that has great value for those who would understand both the truth and the myth contained in the glib phrases about the "work ethic" in America. There are many ramifications of work in this country. As a former union leader, Ralph Helstein, has pointed out "Learning is work. Caring for children is work. Community action is work. Once we accept the concept of work as something meaningful, not as the source of a buck, you don't have to worry about finding enough jobs." Career education respects the worker who may not be paid---but who works very hard.

We learn from the chancellor of the Federal Republic of Germany--as reported in the March 17, 1975 issue of the Chronicle of Higher Education--that the Germans have become increasingly concerned over the usefulness of higher education in their country, and over its future role. Robert Carbone reports that "vocational training and occupational education of various kinds are being [advanced] as a more desirable direction for young people, and fiscal resources to support these kinds of institutions are increasing." While noting strong opposition from some students and professors, Carbone says that "many Germans now seem to view university studies as training for work rather than as the traditional acquisition of...learning and [its implicit] elite status."

From a third perspective, that of an Australian sheep rancher's daughter turned historian and now college president, we learn that "the whole structure of higher education for women was built without any attempt to relate the educated person to the occupational structure of society outside.." and that "we have to change the perception of employers that women have [restricted] kinds of skills and something must be done to make women realize what skills they have." (New York Times, March 18, 1975) These are the words of the president-elect of Smith College in Massachusetts, hardly thought of in recent years as primarily a vocational institution. But perhaps the background and experience and determination of Dr. Jill Conway, that sheep rancher's daughter, will bring some important changes at Smith come July 1.

These brief vignettes serve, I believe, to underscore my own thesis here today, as expressed in the title of my topic. Ben Franklin and Studs Terkel ask for reform, not revolution. I urge you to think about your institutional goals and processes and to construct a parity and equity and a new and better linkage between the worlds of work and education. Professor David Rogers of the New York University School of Business Administration writing in the Teacher's College Record, about a year ago declared:

> "By far the most significant reform strategy that attempts to provide a coherent philosophy and deal with the many limitations of our system is the career education movement. It is an attempt to change the entire educational system, from kindergarten through postsecondary education, by diagnosing the shortcomings of both vocational and academic training in the context of their mutual isolation."

Since joining the College Board over a year and a half ago, I have come to have new respect for the great potential power and influence of this voluntary organization of more than 2,000 schools and colleges, many of them represented in this assembly. I have every confidence that this loose

but powerful consortium can bring improved system and structure for good in the struggle to improve access to education and to cope with the transitions from education to work and from work to education. Whether we call this transitional force career education is not important. But I believe that whatever CEEB can do to facilitate it will not only be good for students, but will be good for the institutions we serve.

As we look at higher education in retrospect and prospect, the College Board itself reveals the evolution that is clearly upon us. For the past decade or more there has been a steady movement by the College Board, in its evolutionary style, to serve as a mirror, reflecting the evolving laws and practices in the schools and colleges. It seems clear that the schools and colleges are listening to scholars like James Coleman who ask us to change--to serve no longer as youth ghettos in isolation from work.

Coinciding with the beginnings of the great surge in college enrollments in the early 1960's, the Board began slowly to change and expand the relatively narrow focus of its basic admissions testing program, the venerable SAT, to include more services and information for both younger and older students. We have now some 14 different programs and services and we are still growing.

And as an illustration of timely, useful publications, I might cite a College Board book just out this month entitled I Can Be Anything, by Joyce Mitchell. This is a valuable and unique book describing a whole range of career opportunities for women, including data on necessary education, salaries, and projected womanpower supply and demand conditions. It is aimed squarely at young women in high school and college.

The new and relatively inexpensive Preliminary Scholastic Aptitude

Test was begun in 1959-60 to provide students with earlier guidance information, and to begin to humanize our services as supportive of individuals rather than solely selective. We still have some distance to go in remedying the elitist and exclusionary stereotype that the College Board suggests.

In the same decade, two new College Board programs were established, both representing important departures from the historic role of testing for selective admissions. The first, the College-Level Examination Program was designed for the emerging and as yet undefined population of nontraditional students, mostly adult, and was based on the theory of offering academic credit for what a student had learned, no matter how or where he had learned it. After a slow start in the middle-1960's, CLEP caught on and by the early 1970's had begun to reach extensive national audiences of adults and of younger students, with an estimated 100,000 candidates in the 1975-76 year. In retrospect, this now appears a way of harmonizing formal academic learning with the actual working experience of the mature learner.

Equally important, the College Board developed and introduced another program of tests and measures aimed primarily at serving the two-year colleges and their students. The Comparative Guidance and Placement Program (CGP) represented another move away from selective testing and offered a new dimension of measuring skills, aptitudes, and abilities in occupational fields.

As a result of work by the Commission on Tests (1967-70), an independent group of scholars, administrators, and researchers, there were other important changes in the direction and emphasis of the College Board. Additional new activities and modifications in existing programs were made, designed to extend and diversity the information flow for students of many ages giving a larger degree of equity to the learner, as distinct

from the institution. Other services were added to aid colleges and state education agencies in their management and long-range planning work.

Among these developments, the Student Descriptive Questionnaire (SDQ), has proved especially useful to students and to institutions, since it provides valuable additional information about a student's abilities, interests, and plans, including career aspirations.

Also during the past five years, the College Board has developed another non-testing service that has been increasingly valuable to institutions of higher education in a period of relatively stable enrollments--the Student Search Service, a computer-based operation that can be tailored to meet each institution's needs and specific requirements in a given year. This service endeavors to match institutions and candidates, with the initiative resting upon the student, backed by a computer.

However, probably the most important development of the 1970's affecting career education has been that of the Decision-Making Program and its related services. Originally focusing on younger students, at perhaps the junior high level, the program and its concepts have now been extended to include secondary students at every level, as well as adults in many walks of life. The reception of our course of study in Decision Making in schools and education agencies throughout the country has been gratifying. Plans are now under way to offer additional dimensions of this program to aid teachers and counselors who want to relate decision making to the career education design.

Within the past year, the College Board has taken two additional and integrally related steps toward becoming a significant force in career development during the remainder of this decade, and, perhaps, on into the 1980's.

The first consists of a state-level study of career education being conducted by the Board, and now in the final stages of its 10-month duration. Supported by a grant from the National Institute of Education, this project is reviewing and analyzing many existing state career education models and strategies for coordinating and implementing career education programs in states throughout the country. The study takes particular note of the articulation between secondary and postsecondary institutions as an instrument of career development.

The study is exploring a number of barriers to full implementation of career education at the state level, such as those which impede the transfer of students from school systems to other learning situations; unnecessarily require the certification and credentialization of individuals for particular careers; segregate federal, state, local, and private funds intended to finance the education and training of individuals at all age levels; divide academic and vocational curriculum in schools and colleges.

We have in the course of this study come to realize how very important the role of the several states is in the advancement of this reform. We have come to appreciate the importance of the federal role, as a source of developmental and technical assistance, and the need for this leadership to continue. We see career education nearly ready for significant federal funding following the research and development stage. We have come to believe that career education is, at present, best and most widely established at the elementary level; less so at the secondary; significantly less so at the postsecondary level, except for community colleges.

The College Board, consistent with its by-laws which call for it to facilitate the guidance and counseling function of schools and colleges, is attempting to come to grips with a concrete service to the process of

career education. Under the NIE grant we have, as noted earlier, studied numerous institutions across the country to identify good linkages between schools and the workplace. Among those investigated and illuminated for replication are the University of Cincinnati, where the Career Dynamics Center has built upon the strong cooperative education program dating back to 1906. Mandatory work experience at Cincinnati in a number of occupatinal fields expresses the career education theme at the postsecondary level.

The list of worthy sites where career education is finding a prominent place is nearly endless. Just a few weeks ago, another of the founding members of the College Board, New York University, published its statement of goals for the next five years. Developed by a task force of faculty, administration, alumni and students, engaging literally hundreds of participants, the goals statement placed career development on an equal level of institutional priority with increased academic excellence. The statement declared "an intensified responsibility for helping students relate their academic interests to practical career opportunities." The statement embraced the needs of the nontraditional and adult learner, charging the university with responsibilities "to meet the needs of new groups seeking higher education, including increased numbers of people planning total career changes."

Around the country, there are an increasing number of liberal arts colleges, public and private, that are taking or have taken important steps to unite on the campus and off the two worlds of work and education. Hood College, in Maryland, for instance, offers a dramatic example of one such institution that has moved to retain its basic commitment to women's education in the arts and sciences, but, in addition, to make dozens

of changes in the college's instructional program to add career preparation to the traditional liberal arts offerings, preparing women for work in health sciences occupations as opposed to simply offering a major in biology. Or to develop internship and work-study programs at nearby government and research facilities. Students also get practical experience in politics and government in nearby Washington, and in health care and research at Johns Hopkins Hospital and others in the area.

Chatham College in Pittsburgh has made similar changes in recent years, offering their students career internships in business government and in nonprofit organizations all over Pittsburgh. As one of their booklets says, "internships that help to give students the 'real-world' experience needed to make intelligent, confident career decisions." Pasadena City College offers sixty-four career-oriented courses, from commercial airline pilot training to metal processes technology. Such courses engage about ahlf of Pasadena's 14,000 students, with the other half taking transfer courses in preparation for entering four-year colleges. Sixty-four percent of the more than 7,000 students at the Community College of Denver are participating in career programs, balancing the liberal arts with occupational development, and the majority hold full or part-time jobs as well.

These patterns of institutional reform in process are the forces which push the College Board to find its enlarged place in the service of education, including career education.

As I suggested at the beginning of my remarks, our country has a long and proud history of education, and a tradition of seeking to accomodate both the intellectual and the practical needs of our students, our economy and our society...in Franklin's words -- <u>the useful and the</u>

ornamental. We are now at an important watershed in planning our priorities and our actions for the remainder of the twentieth century. What we do in the immediate future will go far toward determining the shape of our educational system and of the country by the year 2000. If there is a murmuring of discontent toward education by our people--and I think there is--; if there is a dulling of the historic ethos that education in a free society has enjoyed for so long--and I think there is--; if there is an incompatibility between our economic needs and the development of our people; if there is a tendency for students, newly aware of their options to vote with their feet--and I think there is, then I know of no better way to regain the credibility of our people, to restore the lustre to education's ethos, to relate learning to the reality of the economy and the needs of the people to earn the confidence of the student vote---than to move on deliberately and with sober attention to two things:

1. give not an inch of ground in the rigor of our academic offerings in schools and colleges,
2. give these offerings visible, useful outcomes.